Impacts of Program Prioritization

Leadership Forum
Jan. 23, 2018
Goals
Goals & Motivations

• Align NIU’s budget with the university mission to better serve our students, faculty, staff and our region
• Increase the overall efficiency and quality of academic and administrative programs across the university
• Advance culture of data-informed decision-making, assessment and accountability
Goals & Motivations

- Respond to mandate of NIU Board of Trustees
- Address 2014 HLC accreditation review, citing weak linkage between budget and mission
- Respond to legislatively mandated IBHE annual report on low-producing programs
Execution
## Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>May 2016 – Nov. 2016</td>
</tr>
<tr>
<td>Implementation</td>
<td>Nov. 2016 - present</td>
</tr>
<tr>
<td>Assessment</td>
<td>Ongoing</td>
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</table>
Review Process

- Rigorous and methodical review of all academic and administrative programs
- Facilitated by a coordinating team with diverse expertise
- Guided by evaluation criteria developed with input from the entire university community and finalized through shared governance
- Informed by quantitative and qualitative data analyses and narratives created by program leaders
- Conducted by two task forces comprised of current faculty and staff, with members nominated by NIU faculty, staff, students
Implementation Process

- Established curricular and shared governance processes respected as changes are implemented.
- Any elimination of curricular programs would include a “teach-out” process.
- Data-informed decision making will continue to be encouraged and supported as changes are implemented and progress is assessed.
"Complex conversations" established to evaluate opportunities that involve multiple programs and divisions.

<table>
<thead>
<tr>
<th>Student-Centered Conversations</th>
<th>University Operations Conversations</th>
<th>Community Conversations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advising</td>
<td>• Information Technology</td>
<td>• Community Relations</td>
</tr>
<tr>
<td>• Diversity, Equity &amp; Inclusion</td>
<td>• Institutional Effectiveness</td>
<td>• Conference &amp; Event Services</td>
</tr>
<tr>
<td>• Retention</td>
<td>• Marketing &amp; Communication</td>
<td>• External Programming</td>
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<tr>
<td>• Tutoring &amp; Academic Support</td>
<td></td>
<td>• Online &amp; Off-Campus Programs</td>
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<tr>
<td></td>
<td></td>
<td>• School Connections</td>
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</table>

Conversations in **bold** have been completed and are in implementation.
Assessment Process

• Accounting of direct costs of Program Prioritization execution, including both internal and external expenditures
• Focus groups with process participants
• Survey of program narrative authors/unit leaders and program narrative approvers/division leaders on perceived impact
• Survey of division leaders on action steps and financial/operational impact of those actions
Impacts
Alignment of resources with mission includes aligning funding, personnel, time and effort, and patterns of behavior. Impacts of that alignment effort include:

- Financial Impacts
- Curricular Impacts
- Unit Realignments
- Enhanced Collaborations
- Changes in Priorities & Processes
- Additional Student Impacts
- Changes in Culture
## Program Expenditure Summary

<table>
<thead>
<tr>
<th></th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>$9,218</td>
<td>$81,619</td>
<td>$90,837</td>
</tr>
<tr>
<td>Narrative</td>
<td>$10,950</td>
<td>$10,230</td>
<td>$21,180</td>
</tr>
<tr>
<td>Development</td>
<td>$164,069</td>
<td>$11,110</td>
<td>$175,179</td>
</tr>
<tr>
<td>Task Force Review</td>
<td>$184,237</td>
<td>$102,959</td>
<td>$287,196</td>
</tr>
<tr>
<td>Total</td>
<td>$184,237</td>
<td>$102,959</td>
<td>$287,196</td>
</tr>
</tbody>
</table>
Program Prioritization Direct Costs

• Planning & Preparation
  – Academic Impressions Conference (11 participants): $29,924
  – Prioritizing Academic Programs and Services: $2,695
  – Prioritization Plus data system: $49,000
  – NIU Data Support Team: $9,218

• Narrative Development
  – Faculty Development Workshops: $4,000
  – External Panel Workshop: $10,230
  – College/Unit Workshops: $6,950

• Task Force Review
  – Larry Goldstein, trainer: $11,110
  – Task Force member support (42 members): $161,551
  – Task Force member training, supplies, material support: $2,518

• Response & Implementation
  no direct cost
Financial Impact

• Program Prioritization criteria inform budget criteria and procedures

• We are continuing to capture the ongoing alignment of funding with Program Prioritization outcomes.
  – Includes enhancements, internal realignments, reductions
  – Some directly caused by Program Prioritization, some strongly influenced, some minimally influenced
## Financial Impact

<table>
<thead>
<tr>
<th></th>
<th>Direct cause</th>
<th>Strongly Influenced</th>
<th>Minimally Influenced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement</td>
<td>$2.0 M</td>
<td>$1.5 M</td>
<td>$0.2 M</td>
<td>$3.7 M</td>
</tr>
<tr>
<td>Internal Reallocation</td>
<td>$2.5 M</td>
<td>$1.2 M</td>
<td>$0.6 M</td>
<td>$4.3 M</td>
</tr>
<tr>
<td>Reduction</td>
<td>$4.7 M</td>
<td>$1.6 M</td>
<td>$1.8 M</td>
<td>$8.1 M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9.2 M</strong></td>
<td><strong>$4.3 M</strong></td>
<td><strong>$2.6 M</strong></td>
<td><strong>$16.1 M</strong></td>
</tr>
</tbody>
</table>

Figures self-reported by division leads as of Dec. 2017
Curricular/Financial Impact

Faculty Hiring
Faculty hiring for Fall 17 and Fall 18 has been guided by Program Prioritization decisions

• Hiring rubric redesigned around Program Prioritization criteria.

• 60 positions authorized for Fall 2017
  – 45 searches successfully concluded
  – 15 carried over into next cycle

• 30 additional searches authorized for Fall 18

• Commitment of approximately $8.2M in faculty salaries and $2M in startup commitments. These are in addition to the amounts shown on the previous Financial Impact slide.
# Curricular Impact

<table>
<thead>
<tr>
<th>Transform</th>
<th>Eliminate</th>
<th>New Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 Academic Programs</td>
<td>41 Academic Programs</td>
<td>4 Academic Programs</td>
</tr>
<tr>
<td>• 10 have taken significant action</td>
<td>• 9 have been eliminated</td>
<td>• 1 has been implemented</td>
</tr>
<tr>
<td>• 28 have action in progress</td>
<td>• 16 are in process of elimination</td>
<td>• 3 are in progress</td>
</tr>
<tr>
<td>• 7 have not taken action</td>
<td>• 13 not scheduled for elimination; some have transformation underway instead</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3 scheduled for additional review</td>
<td></td>
</tr>
</tbody>
</table>
Curricular Impact

Eliminated Programs:
- UBUS 310/UBUS 311
- M.S. in Family and Consumer Sciences
- B.S.Ed. in Health Education
- M.A. in French
- Minor in Public Administration
- M.S.Ed. in Elementary Education
- M.S.Ed. in Foundations of Education
- Master of Science in Teaching (within CHHS)
- B.S. in Technology Minors including:
  - Minor in Nuclear Engineering Technology
  - Minor in Aviation Management Technology
- Center for Biochemical and Biophysical Studies
- Institute for NanoScience, Engineering and Technology
- B.A. in French
Programs in process of being eliminated:

- Certificate in Service Management
- Certificate in CAD/CAM Development, Simulation and Fabrication
- Certificates in Homeland Security (both undergraduate and graduate)
- Certificate in Applied Mechanics
- Certificate in Thermal, Fluid, and Energy Systems
- Certificate in Vibration, Robots, and Control Systems
- Certificate in Healthcare Policy and Management
- Minor in Italian
- Minor in Urban Studies
- Certificate of Religious Studies
- Certificate in Professional Teaching Practices
- LEED Certificates (graduate level)
- Certificate in Philosophy of Education
- Certificate in Foundations of Education and Educational Studies (undergraduate)
- Certificate in Interdisciplinary Study of Language and Literacy
Unit Realignment

- Enrollment Management, Marketing & Communications
  - Enrollment Management transferred from Student Affairs
  - Student Financial Aid & Scholarship Office
  - Marketing staff transferred from Outreach
  - Dotted line reports for three college communications officers
- Student Affairs reporting line to Exec. VP & Provost
  - Position of Vice President for Student Affairs & Enrollment Management eliminated
- Institutional Effectiveness
  - Accreditation, Assessment, Institutional Research, Academic Decision Support and Director of Testing Services and Academic Affairs Research Support
  - Position of Associate Vice Provost eliminated
- Undergraduate Studies
  - Career Services transferred from Student Affairs
  - Office of Student Academic Success eliminated
- Online & Off-Campus Programs responsibility transferred to Academic Affairs
Unit Realignment

• Restructuring of programs related to student conduct & sexual harassment:
  – Advocacy Services, Affirmative Action & Equity Compliance realigned to better address sexual harassment policies and procedures
  – Wellness Promotion & Wellness Mandates offices eliminated; some educational programs transferred to Campus Recreation

• Cultural Centers (Asian-American Center, Center for Black Studies, Latino Resource Center, Gender and Sexuality Resource Center) transferred to Division of Academic Diversity, Equity and Inclusion).

• Campus Child Care merged with Child Development Laboratory
• Space Planning merged into Architecture and Engineering Services
Collaborations

- Units in Student Affairs; Academic Diversity, Equity & Inclusion; and Academic Affairs/Undergraduate Studies have come together for significant new collaboration as the Student Engagement Team (SET Team).
  - OSEEL and SILD
  - TLC and Living/Learning Communities
- Consolidation of advertising purchasing
- University Libraries and Law Library
- Re-organization of our community engagement efforts
Changes in Priorities & Processes

• Office of General Counsel
  – Focusing on core functions of legal advice
  – Transitioned routine contract work to Procurement

• Enrollment Management, Marketing & Communications
  – Brand Management, Creative Services, Institutional Aid, Website Support and Management underwent process re-engineering

• Advancing Culturally Competent Admissions Process (ACCAP): Admissions; CHANCE; Financial Aid; Orientation
  – Increased cultural competency in key recruiting processes
  – Holistic experience for all students
  – Better alignment of business practices and processes

• Chargeback structures eliminated for
  – Wireless and Ethernet connections
  – IT servers and digital storage
  – Creative Services
Additional Student Impacts

- Relocation of Asian-American Center
- Stabilized finances for Northern Star
- Enhanced support for University Writing Center
- Tutoring and academic support: central landing page for services; standardizing training; standing working group
- Student fees adjusted in alignment with Program Prioritization
- Piloting on-campus international student housing arrangements
Changes in Culture

Influences on Academic Programs

• Creating, modifying, eliminating curricular programs (60%)
• Increased faculty participation in student recruitment & retention (66%)
• Increased engagement with alumni (67%)
• Increased data-informed decision-making (63%)
Changes in Culture

Influences on Administrative Programs

• Increased collaboration with other units (85%)
• Increased data-informed decision-making (75%)
• Increased resource-sharing with other units (76%)
• Provided new training opportunities (43%)
• Automated processes (35%)
Conclusion
Program Prioritization called for an investment of $287K in direct expenses (with $102K external to university community) and considerable time, effort and attention of the university community.

In return, it produced a wide range of impacts, including:

- Caused or influenced permanent movement of at least $13.5M, as well as at least $1.8M growth in faculty hiring.
- Influenced multiple organizational changes, including elimination of a vice presidency.
- Increased data-informed decision-making in 2/3 of academic programs; ¾ of administrative programs.
While not a budget reduction exercise, Program Prioritization informed NIU’s response to an unprecedented budget challenge

- Program Prioritization recommendations and action plans directly informed budget decisions
- Program Prioritization criteria have become embedded into budget criteria
- NIU’s leadership in implementing Program Prioritization has displayed to IBHE, HLC and others our ability to efficiently direct resources to align with mission.
Questions?